Volume 66 Index

Authors and Articles

Berson, M. J. *See* **Zeidler, D. L.**

Black, M. S., and M. J. Eisenwine. Education of the Young Harry Potter: Socialization and Schooling for Wizards. 66(1): 32–37.

Brightman, H. J., and D. Gutmore. The Educational-Industrial Complex. 66(4): 302–07.

Brown, M., I. D. Johnson, and C. E. Grueninger III. Getting Middle School Students Back on Track: A School-University-Corporation Partnership. 66(3): 262–70.

Bull, B. F. Constructivist Crap in Christian Colleges: The Indoctrination of Teacher Education. 66(2): 162.

Caldwell, B. M. A Life with Young Learners: An Interview with Bettye M. Caldwell. 66(1): 40–49.

Caraway, K. *See* **Tucker, C. M.**

Carroll, S. Z. *See* **Pan, A. C.**

Case, K. *See* **Schirduan, V.**

Craft, A. R. *See* **Martin, D. S.**

Devlin-Scherer, R. *See* **Raimo, A.**

Eisenwine, M. J. *See* **Black, M. S.**

Faryniarz, J. *See* **Schirduan, V.**

Fehrenbach, C. R. A Kansan Reflects on the 1999 Creationism/Evolution Controversy. 66(2): 166–68.

Findlay, M. *See* **Waite-Stupiansky, S.**

Fogelman, A. L. *See* **Zeidler, D. L.**

Fogg, T. L, and M. Smith. The Artists-in-the-Classroom Project: A Closer Look. 66(1): 60.

Gabbard, D. A., and M. L'Esperance. Revisiting Reform in North Carolina: Responding to Governor James B. Hunt Jr. 66(4): 340–45.

Ganser, T. How Teachers Compare the Roles of Cooperating Teacher and Mentor. 66(4): 380–85.

Grueninger III, C. E. *See* **Brown, M.**

Gutmore, D. *See* **Brightman, H. J.**

Herman, K. C. *See* **Tucker, C. M.**

Hesburgh, T. M. Respecting Both the Sacred and the Secular: An Interview with Theodore M. Hesburgh. 66(2): 148–53.

Hobbie, F. R. Goals 2000 Revisited: Goal #1. 66(1): 50–57.

Hodgson, J. *See* **Steeves, K. A.**

Johnson, I. D. *See* **Brown, M.**

Jones, A. C. Where Does the Truth Lie? 66(2): 110–15.

Keefer, N. L. *See* **Tucker, C. M.**

L'Esperance, M. *See* **Gabbard, D. A.**

Mabie, G. E. *See* **Caldwell, B. M.; Hesburgh, T. M.**

Martin, D. S., A. R. Craft, and H. Tillema. International Collaboration: Challenges for Researchers. 66(4): 365–70.

McBee, R. H. When It Comes to Testing, Why Not Make Lemonade? 66(3): 238–45.

McVarish, J., and S. Solloway. Self-Evaluation: Creating a Classroom without Unhealthy Competitiveness. 66(3): 253–60.

Moch, P. L. Manipulatives Work! 66(1): 81–87.

Montgomery, K., and G. Tansits-Wenze. Science, Religion, and Celebrations: A

Paradigm for Teaching Holidays. 66(2): 170–77.
Pan, A. C., and S. Z. Carroll. Preservice Teachers Explore Instructional Software with Children. 66(4): 371–78.
Perry, J. A. Fifth-Graders' Mathematical Communications: Lessons from the Field. 66(1): 71.
Peterson, P. *See* **Steeves, K. A.**
Raimo, A., R. Devlin-Scherer, and D. Zinicola. Learning about Teachers through Film. 66(4): 314–22.
Ramanathan, H. Professional Development for Cooperating Teachers in India. 66(4): 356–64.
Reid, A. D. *See* **Tucker, C. M.**
Reinke, W. M. *See* **Tucker, C. M.**
Romanowski, M. H. Is School Prayer the Answer? 66(2): 154–61.
Ryder, R. *See* **Wilcox, K. C.**
Sadler, T. D. *See* **Zeidler, D. L.**
Schirduan, V., K. Case, and J. Faryniarz. How ADHD Students Are Smart. 66(4): 324–28.
Schoenfeldt, M. Geographic Literacy and Young Learners. 66(1): 26–30.
Simpson, T. L. Dare I Oppose Constructivist Theory? 66(4): 347–53.
Smith, M. *See* **Fogg, T. L.**
Soares, L. M., and A. T. Soares. The Power Trail in Educational Reform. 66(4): 309–13.
Solloway, S. *See* **McVarish, J.**
Spalding, E. The Hot Fudge Sundae Quiz and Other Collaborative Ventures: Interdisciplinary Teaching and Learning. 66(3): 271–81.
Spence, L. D. Against Teaching. 66(4): 330–39.
Steeves, K. A., J. Hodgson, and P. Peterson. Are We Measuring Student Success with High-Stakes Testing? 66(3): 228–34.
Stoskopf, A. Echoes of a Forgotten Past: Eugenics, Testing, and Education Reform. 66(2): 126–33.
Tansits-Wenze, G. *See* **Montgomery, K.**
Thiering, B. E. Christianity and Science: Friends at the Beginning. 66(2): 116–25.
Tillema, H. *See* **Martin, D. S.**
Tucker, C. M., D. L. Vogel, N. L. Keefer, A. D. Reid, K.Caraway, W. M. Reinke, and K. C. Herman. Maladaptive Behavior in African-American Children: A Self-Regulation Theory-Based Approach. 66(3): 220–26.
Vaughan, A. C. Standards, Accountability, and the Determination of School Success. 66(3): 206–13.
Vogel, D. L. *See* **Tucker, C. M.**
Waite-Stupiansky, S., and M. Findlay. The Fourth R: Recess and Its Link to Learning. 66(1): 16–24.
Wilcox, K. C., and R. Ryder. Standardized Testing and Improving Educational Opportunity in Brazil. 66(3): 214–19.
Winsboro, I. D. S. Technology and Distance Learning Lessons from the Nation's Newest University: Perceptions and Reality. 66(3): 247–52.
Zeidler, D. L., T. D. Sadler, M. J. Berson, and A. L. Fogelman. Bad Science and Its Social Implications. 66(2): 134–46.
Zinicola, D. *See* **Raimo, A.**

Book Reviews

Bad boys: Public schools in the making of black masculinity, by A. A. Ferguson. Ann Arbor: University of Michigan Press, 2000. Reviewed by J. W. Dougherty. 66(1): 90–91.
Choosing excellence: 'Good enough' schools are not good enough, by J. Merrow. Lanham, Md.: Scarecrow Press, 2001.

Reviewed by P. H. Phelps. 66(4): 388–89.
Cross cultural perspectives in child advocacy, edited by I. R. Berson, M. J. Berson, and B. C. Cruz. Greenwich, Conn.: Information Age Publishing, 2001. Reviewed by S. Riley. 66(3): 286–87.
Let your life speak: Listening for the voice of vocation, by P. J. Palmer. San Francisco: Jossey-Bass, 2000. Reviewed by J. S. Richards. 66(2): 189–90.
Pay attention to the children: Lessons for teachers and parents from Sylvia Ashton-Warner, by S. G. Clemens. Napa, Calif.: Rattle OK Publications, 1996. Reviewed by W. A. Reinsmith. 66(4): 390–92.
Psychological and developmental assessment: Children with disabilities and chronic conditions, edited by R. J. Simeonsson and S. L. Rosenthal. New York: Guilford Press, 2001. Reviewed by D. W. Anderson. 66(3): 284–85.
Self-regulation in early childhood: Nature and nurture, by M. B. Bronson. New York: Guilford Press, 2000. Reviewed by G. Wenner. 66(1): 92–93.
Taking religion seriously across the curriculum, by W. A. Nord and C. C. Haynes. Arlington, Va.: Association for Supervision and Curriculum Development, 1998. Reviewed by P. G. Geisert. 66(2): 180–87.

Subjects

Note: Page numbers in **boldface** indicate a chart, diagram, or figure

A

Accountability; North Carolina education reform, 342–45; standards, 208–10
ADHD students, recognizing their Multiple Intelligences (MI), 324–28; assessing intelligences, 325; classroom implications, 326; MI Theory, 324; previous effective implementations of MI Theory, 326; reframing our thinking, 327–28; teacher/parent collaboration, 326–27
African-Americans; Back-on-Track Program, 262–70; Kwanzaa celebrations, 176; lack of teachers, a response to Branch, 103; maladaptive behavior and self-regulation, 220–26, **224**; Tuskegee syphilis experiments, 139–40
Artist-in-the-classroom project, 60–70; artists involved, 61; arts-based education, 62; basis of program, 60; effect of student/teacher backgrounds, 62–63; language of poverty framework, 61–62; methodology, 62; objective interpretation of the program, 67–68; opportunities for future research, 69–70; staff professional development, 62; teachers' subjective interpretation of the program, 63–67; teaching team, 60
Assessment; portfolios, 245; self-evaluation, 253–60; using as part of instruction, 242–44; value-added assessment analyses, 211–12. *See also* **Testing; Standards**
Attention, as a benefit of recess, 18–19
Authority; power of, 134–35; value of natural authority, 144

B

Back-on-Track Program, school-university collaboration, 262–70; academic impact, 266; Back-on-Track model, 263–64; educational outcomes, 269; professional development of cooperating teachers, 269; social impact, 264–66; university students' reactions, 267–68; university's role, 266–67
Bad science, 134–45; cultural prejudice

based on scientific errors, 135–39; implications for teaching, 144–45; power of authority, 134–35; unethical science by business and government, 139–42; unwitting errors, 142–44; value of natural authority, 144
Brain development, 16–21
Brain research, 42–43
Brazil, standardized testing and educational opportunities, 214–19; education reform, 217–18; the testing debate, 215–17
Business; Channel One, 303; impact on educational reform, 131; marketing and classroom consumerism, 302–04; post–September 11 corporate-governmental mantra, 304; technology/technolust in classrooms, 304–05; unethical science, 139–42

C

Caldwell, Bettye M., interview, 40–49; brain research, 42–43; curiosity and the Zone of Proximal Development, 41; current trends and ideas in education field, 45–46; current writing projects, 46–47; "educare," 47–49; greatest influences, 43–45; greatest success, 45; looking to the future of education, 47–49; most serious problem facing young learners, 40–41; National Institute of Child Health and Human Development (NICHID), 46; preparing children for entering school, 41–42
Channel One, 303
character education, 152
Christian holiday celebrations, 175–76
Christianity, historical relationship with science, 116–25; defense of Judaism (a response to Thiering), 294–95; nature of Jesus, 121–24; roots of Christianity, 116–21; scientific knowledge and religion, 124
Classrooms; benefits of recess, 21–22; classroom consumerism, 302–04; relating to ADHD students' intelligences, 326; technolust, 304–05
Collaboration; challenges of international collaboration for researchers, 365–70; school-university collaboration, 262–70; teacher/parent collaboration in support of ADHD students, 326–27. *See also* **Interdisciplinary teaching**
Computers. *See* **Technology**
Constructivism, 347–53; application of constructivist epistemology to teaching and learning, 351–52; benefits of (a response to Bull), 198–99; cognitive-developmental constructivism, 348; critique of constructivist theory, 349–50; in Christian colleges, indoctrination of teacher education, 162–64; incompatibility with objective knowledge and absolute truth, 352–53; social constructivism, 349; tolerance of children's misconceptions about scientific theories, 350–51
Consumptive criminality, 305–07
Cooperating teachers; professional development of in school-university collaboration, 269; professional development of in India, 356–64; role of vs. role of mentor, 380–85, **383, 384**.
Craniology, and eugenics 135–37
Creationism/evolution debate. *See* **Evolution**
Cultural prejudice based on scientific errors, 135–39
Curiosity, and Zone of Proximal Development, 41
Curriculum; as depicted in *Harry Potter*, 34–35; constructivist teaching, 163–64; holiday celebrations, 170–77; reintroducing religious aspects of culture, 159; using assessment productively, 243–44

D

Dead Sea Scrolls, origins of Christianity, 119–25
Dewey, John, alternative to teaching "final truths," 111–12
Distance learning, realities of, 247–52; concerns of implementation, 250–51; implementing, 249–50; politically

driven initiatives, 247–49; reflection on program-development experiences, 251–52

E

Education; "educare," 47–49; moral education and constructivist philosophy, 162–63; redescribing education and its relation to truth, 114–15
Educational reform. *See* **Reform**
Educational-industrial complex, 302–07; consumptive criminality, 305–07; marketing and classroom consumerism, 302–04; policy implications/need for policy analysts, 306–07; technology/technolust in classrooms, 304–05. *See also* **Business**
Emotional adjustment, benefits of recess, 20–22
Eugenics, 126–32; Goddard, Henry, 127–28; impact of legacies, 131–32; lessons for today's education reform, 132; origin of, 126; resistance to, 130–31; Terman, Lewis M., 128–30; Thorndike, Edward, 130
Evolution, teaching in public schools, 148–49; 1999 Kansas creationism/evolution controversy, 166–68

F

Florida Gulf Coast University (FGCU) distance-learning program, 247–52

G

Galton, Sir Francis, 126
Geographic literacy of young learners, 26–30; development of spatial skills, 28; five themes of geography, 28–30; Geography Education Standards Project (GESP), 28; history of geographic education, 26–30; national geographic illiteracy, 27; need for, 30
Goals 2000: The Education of America Act of 1994, 50–57; assessment of Goal 1, 50–55; challenge of restructuring early education, 55–57; Goal 1 Early Childhood Assessments Resource Group (ECARG), 51
Goddard, Henry, 127–28

H

***Harry Potter's* portrayal of schooling**, 32–37; criticisms of, 35–36; curriculum, 34–35; good and evil, 35; positive messages and impact, 36–37; school setting, 32–33
Hesburgh, Theodore M., interview, 148–53; addressing religion in public schools, 150; bringing religion and science together in our society, 152–53; character education, 152; coexistence of religion and science, 150; science as an interpretation of facts, 148–49; separation of church and state, 151–52; teaching of evolution in public schools, 148–49; teaching science, 149; teaching understanding/tolerance of other religions, 150–51; tolerance and respect for diverse beliefs, 152
High-stakes testing. *See* **Standardized testing**
Holiday celebrations, 170–77; court views on religion in schools, 172–73; fall equinox, 173–75; integrating science into teaching of holidays, 173–77; science-religion connection, 171–72; spring equinox, 176–77; summer solstice, 177; winter solstice, 175–76
Hot Fudge Sundae quiz, 271; students' reaction to, 279; teacher's reaction to, 279–80

I

India, professional development of cooperating teachers, 356–64, **361**; cultural influences on clinical supervision, 364; Indian vs. U.S. schools, 360–61; private schools, 357–58; teacher education in India, 357; U.S. student teachers in India, 359; workshop to introduce/prepare for cooperating teachers, 359, 361–63

Intelligence testing, reification, 137–39
Interdisciplinary teaching, preservice teachers, 271–81, **276**; changes in teachers' thinking, 275–77; contexts of study, 273–74; definition of "interdisciplinary," 272; effects in partner high schools, 280; facilitating preservice teachers' ability to focus on student learning, 279–80; high school challenges, 272–73; implications for teacher educators, 281; importance of interdisciplinary connections, 275; limitations of study, 280–81; methodology, 274; nature and frequency of interdisciplinary collaborations, 274–75; questions for further research, 281
International collaboration, challenges for researchers, 365–70; cultural factors, 366–67; interpersonal/professional factors, 368–69; recommended starting points for researchers, 369–70; strong potential, 370; structural factors, 367–68
Internet, technolust in classrooms, 304–05. *See also* **Technology**
Interviews; Caldwell, Bettye M., 40–49; Hesburgh, Theodore M., 148–53

J

Judaism; defense of (a response to Thiering), 294–95; holiday celebrations, 174–76; origins of Christianity, 118–19

K

Kansas's 1999 creationism/evolution controversy, 166–68
Kindergarten, age of children starting, 52–53; failure to pass, 55; readiness of children to start school, 53–54

L

Language development, as a benefit of recess, 21
Learning; constructivist epistemology, 351–52; improving education, 338; inadequacy of traditional learning theory, 331; learning to learn, 332–33; maintaining status quo in our educational system, 336–38; nature of teaching, 333–36; power of learning, 331–32; thinking framework for North Carolina public schools, 344

M

Manipulatives, using to teach mathematical concepts, 81–87; background, 81–83; methodology, 83–85; post-test results, 85–86; students' reactions, 86; successes in implementation, 86–87
Mathematical communication of fifth-graders, 71–79; demonstrating understanding to others, 77–78; learning from children, 78–79; negotiating meaning individually, 74–75; negotiating meaning with peers, 75–77
Memory, as a benefit of recess, 18–19
Minority teachers, increasing the numbers of, a response to Branch, 103
Moral education, and constructivist philosophy, 162–63
Multiple Intelligences (MI) Theory, application to ADHD students, 324–28

N

National Institute of Child Health and Human Development (NICHID), 46
North Carolina education reform, 340–45; accountability and testing, 342–45; development of an "integrated curriculum," 341; teacher shortage, 341–42; thinking framework for North Carolina public schools, 344

P

Parent/teacher collaboration in support of ADHD students, 326–27
Physical development, as a benefit of recess, 19–20
Polygenism/phrenology, and eugenics, 135–37
Portfolios, student assessment, 245
Power trail in educational reform, 309–13; raising standards, 311; teacher shortages, 311–13; testing, 310
Preservice teachers; exploring instruc-

tional software, 371–78, **375**; supervising unsuccessful preservice teachers, 8–9. *See also* **Interdisciplinary teaching, preservice teachers**

R

Racism, 126–27; prejudice based on scientific errors, 135–39; Tuskegee syphilis experiments, 139–40. *See also* **Eugenics**

Recess, benefits of, 16–24; attention and memory, 18–19; brain development, 16–18; classroom behavior, 21–22; definition of recess, 16; health and physical development, 19–20; language development, 21; safety considerations, 22–23; social and emotional adjustment, 20–21

Reform; Brazil, 217–18; eugenics, 126–32; North Carolina, 340–45; power trail in, 309–13

Reggio Emilia, 46

Religion; celebration of holidays, 170–77; character education, 152; coexistence of religion/science, 150–53; school prayer, 154–61; separation of church and state, 151–52; teaching tolerance of other religions, 150–51; tolerance and moral relativism, 163; tolerance and respect for diverse beliefs, 152

Researchers, international collaboration, 365–70; cultural factors, 366–67; interpersonal/professional factors, 368–69; potential, 370; recommended starting points, 369–70; structural factors, 367–68

S

School prayer, 154–61; arguments against, 157–59; arguments for, 156–57; current school prayer movement, 154–55; irony of issue, 160–61; need for educators to make fair decisions regarding public education, 160; protection of constitutional religious rights, 159–60; reintroducing religious aspects of culture in school curricula, 159; school prayer vs. prayer in schools, 155–56

School reform. *See* **Reform**

Science; as an interpretation of facts, 148–49; celebration of holidays, 170–77; coexistence of religion and science, 150, 152–53; constructivism's tolerance of children's misconceptions, 350–51; social implications of bad science, 134–45; teaching of evolution, 148–149; teaching science, 149. *See also* **Evolution**

Science, historical relationship with Christianity, 116–25; defense of Judaism (a response to Thiering), 294–95; nature of Jesus, 121–24; roots of Christianity, 116–21; scientific knowledge and religion, 124

Self-evaluation, 253–60; implications, 259–60; methodology, 254–55; student responses, 255–59

Self-regulation, maladaptive behavior in African-American children, 220–26, **224**

Separation of church and state, 151–52. *See also* **Evolution**

September 11, resulting corporate-governmental mantra, 304

Social adjustment, benefits of recess, 20–22

Social constructivism, 349

Software, preservice teachers exploring instructional software with children, 371–78, **375**

Standardized testing, 210–11, 228–34; Brazil, 214–19; business model of education, 131; dealing with, 242–43; drawbacks, 240–42; eugenics, 126–32; growing concern over, 238–40; parental involvement in preparation, 244; racial/cultural bias, 131–32; reasons for, 240; resolving the testing dilemma, 245; shortcomings of simply boosting test scores, 131–32; stratifying learning opportunities, 132; using assessment productively, 242–44

Standards; accountability, 208–10; high-stakes testing as a measurement of student success, 228–34; power trail in educational reform, 311; setting standards, 206–08; Tennessee Value-Added

Assessment System (TVAAS), 211–12; value-added assessment analyses, 211–12
Student success, high-stakes testing, 228–34; effects of on students and teachers, 232–34; example of in U.S. schools, 230–32; historical definitions, 228–30; need to reopen discussion on testing, 234
Supervising unsuccessful preservice teachers, 8–9

T

Teachers; comparing the roles of cooperating teacher and mentor, 380–85, **383**, **384**; judging effectiveness using value-added assessment, 211–12; minority teachers, increasing (a response to Branch), 103; professional development of cooperating teachers in India, 356–64, **361**; shortage of, 311–13, 341–42; teacher/parent collaboration in support of ADHD students, 326–27
Teachers, portrayal in film, 314–22, **320**; as agent of change, 317–18; as alien-culture bearer, 317; as compassionate mentor, 318; as guardian of culture and liberator, 315–16; as iconoclast and subverter, 316–17; as learner, 318; lessons to be learned, 321; need for positive portrayal, 321–22; value of weak teacher themes, 318–21
Teaching; application of brain research, 43; application of constructivist epistemology, 351–52; holiday celebrations, 173–77; implications of bad science, 144–45; improving education, 338; maintaining the status quo, 336–38; nature of, 333–36; teaching understanding/tolerance of other religions, 150–51; using assessment productively as part of instruction, 242–44. *See also* **Interdisciplinary teaching, preservice teachers**
Technology; inequity of computer access (a response to Tumposky), 8; policy implications/need for policy analysts, 306–07; preservice teachers exploring instructional software, 371–78, **375**; realities of distance learning, 247–52; technolust in classrooms, 304–05
Terman, Lewis M., 128–130
Testing; eugenics, 126–132; high-stakes testing as a measurement of student success, 228–234; intelligence testing and reification, 137–139; North Carolina education reform, 342–345; power trail in educational reform, 310; standardized testing, 210–211; standardized testing in Brazil, 214–219
Theory of Multiple Intelligences (MI), application to ADHD students, 324–328
Thorndike, Edward, 130
Truth, 110–15; building a new concept of schooling based on students' vocabularies and beliefs, 112–14; Dewey's alternative to teaching "final truths," 111–12; incompatibility of constructivism with objective knowledge and absolute truth, 352–53; redescribing education, 114–15; the quest for, 110–12

U

Unethical science; Big Tobacco, 140–42; Tuskegee syphilis experiments, 139–40
Unwitting errors of science, 142–44

Y

Young learners; age at starting school, 52–53; benefits of recess, 16–24; Bettye M. Caldwell interview, 40–49; brain research, 42–43; "educare," 47–49; geographic literacy, 26–30; Goals 2000: The Education of America Act of 1994, 50–57; *Harry Potter*'s portrayal of schooling, 32–37; kindergarten "failures," 55; mathematical communication study of fifth-graders, 71–79; preparing children for entering school, 41–42; readiness of children for school, 53–54; Reggio Emilia, 46; teaching mathematics using manipulatives, 81–87

Z

Zone of Proximal Development, 41